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ABSTRACT

Presented as part of the Special Education Supervisor Training Project at the University of Texas is a learning packet on designing instructional units. Structured as a self-paced unit, the packet includes an eight-item pretest, three task assignments, and a nine-item evaluation checklist. (CL)

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Independent Study Training Material

For

Professional Supervisory Competencies

Document #10b

DESIGNING A CONCEPT DEVELOPMENT UNIT ©

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A-2 Designing Instructional Units

Special Education Supervisor Training Project
Department of Educational Administration
The University of Texas at Austin
1975

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PREFACE

The learning packets developed by the Special Education Supervisor Training Project (SEST) at the University of Texas at Austin are competency-guided training materials keyed to selected critical competencies for professional supervisory personnel in school leadership positions. A series of ten packets, each dealing with one of twenty-four critical competencies, has been developed. A list of the items available in the series appears on the last page of this document. These packets were developed locally to meet the need for independent study material to supplement formal training and field experiences in a professional preparation program.

This learning packet is intended for inclusion in a learning laboratory containing packets and many other types of materials for use in independent study. The equipment necessary to use those materials, as well as work space, is provided in the Learning Lab to assist users in choosing material and working through it at their own pace. A complete directory of material in the Learning Lab at the University of Texas Department of Educational Administration has been published by the SEST Project under the title, A Directory of Competency-Guided Supervisory Training Materials for Independent Study.

The learning packets have undergone extensive evaluation and revision through the coordinated efforts of several people. Corine Martinez

served as compiler and editor of the series. SEST students and research assistants involved in packet evaluations were Gwen Carter, Patricia Griner, Laurie Hunt, Mary Miller, Pat Miller, and Eliseo Ruiz. Final revisions on the packets were made by Ellen Victory Bell, Gwen Carter, Sharon Guajardo, and Jim Sanders.

Appreciation is expressed to all those who devoted time to the development of various learning packets: Carol Clark (Giesecke), Joan DeLuca, Stuart DeLuca, Jane Duckett, Pat Miller, and Drs. Ben Harris Billie Grace Herring, John D. King, Kenneth McIntyre, and Darryl R. Townsend.

The University of Texas at Austin

Ben M. Harris
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OVERVIEW

Competency:

The supervisor can design instructional units which specify performance objectives, instructional sequences, a variety of appropriate teaching/learning activities, materials and evaluative procedures.

Objectives:

The participant will:

(1) be familiar with the components and structure of an instructional unit.

(2) demonstrate knowledge acquired from the recommended readings.

(3) demonstrate competence in designing of an instructional unit.

Evaluation:

After reading a brief introduction to the designing of instructional units, participants will be expected to complete a self-scoring pre-test. A rated proficiency of 72 percent or better indicates the participant is familiar with the design and structure of an instructional unit and needs not complete the training module. Those participants scoring 71 percent or less will gain from completion of the training module. A post-test, entitled "Evaluation Checklist," is intended as a terminal measure of competence.

DIRECTIONS

1. Read the Introduction, page 3.

2. Take the "Pre-Test," pages 4-5.

3. Using the pre-test answers, score your responses. If your score is 72 percent or better, you may have a satisfactory competence level and may not need to continue with the module. If your score is 71 percent or less, continue with the training module.

4. Read the Task Assignments, page 6. Follow instructions given for designing and evaluating your unit.

INTRODUCTION

This training module is structured as a self-paced unit whose use will facilitate participants gaining competency in designing instructional units. The intent of an instructional unit is to assist an individual or individuals in the acquisition of a pre-selected concept or concepts. The three distinct components of an instructional unit are:

1) specific behavioral objectives or competencies

2) activity procedures

3) evaluative strategies

Depending on the kinds of instructional arrangements with which one is confronted (i.e., number of individuals to be involved, flexibility of classroom space, previously attained skill levels, media and materials requirements, etc.), there are several alternatives to unit design. Various types and approaches are:

1) Self-Contained Unit - includes all materials and information required to perform specific activities.

2) Directional Unit - provides the participant with direction on how to obtain material or resources not contained within.

3) Self-Instructional Unit - refers to the participant who has the prerequisite skills needed to accomplish requirements of the unit without assistance.

4) Cooperative Unit - implies one or more persons is required for instructional period to provide assistance, critique or instruction.

5) Single and/or Multimedia Units - includes either a single medium, such as the written word, or a multiapproach with two or more media being used.

The training module with which you are involved is designed as a self-instructional unit. It is assumed that participants have certain prerequisite skills necessary to accomplish a specific competency. Participants are allowed to pace themselves and are provided the opportunity to evaluate performance as measured against the desired competency attainment level.

Designing a Concept Development Unit

PRE-TEST

Instructions:

Choose the correct answer. Do not write on this page. Answer all the questions on the Pre-Test Work Sheet provided in Appendix A, page 8. Do not continue with this module until you have completed the pre-test.

1. One of the three components of behavioral objectives is

   a. materials.
   b. conditions.
   c. lesson activities.

2. The basic relationship between an objective and the evaluation of that objective is that

   a. the objective states a criterion level.
   b. the objective states a behavior to be accomplished.
   c. the objective states a specified activity.

3. Two levels of Blooms taxonomy for objectives are

   a. activities and lesson referents.
   b. knowledge and synthesis.
   c. specific objectives and activities.

4. The main function of a learning activity is

   a. that of enabling learning.
   b. that of facilitating learning.
   c. that of an instructional experience.

5. The main difference between a learning activity and a lesson referent is that a learning activity is

   a. an actual item related to the objective.
   b. the materials utilized for attaining a specific objective.
   c. the events enabling the attainment of a specific objective.

6. Two basic components involved within the format of a unit are

   a. pre-test and objectives.
   b. objectives and lesson referents.
   c. evaluation and audio-visual aids.

7. The basic relation between preassessment and evaluation of instruction is that preassessment

   a. allows the instructor to design lessons.
   b. allows the instructor to assess knowledge.
   c. allows the instructor to assess knowledge gained.

8. Two of the components of an evaluation process consist of

   a. preassessment and materials.
   b. measurement device and visual aids.
   c. specific goals and instructional plans.

TASK ASSIGNMENTS

1. Recommended Readings are listed below. These readings are meant to assist the participant in the successful completion of the following task assignment, assigning an instructional unit. After reading the booklets listed below consider the following:

    1) topic for unit to be designed (the unit you will write yourself)

    2) format for your unit design

    3) target group for your unit.

    Readings:

    Johnson, Stuart R. and Rita B. Developing Individualized Instructional Material. Palo Alto, Calif. 94304: Westinghouse Learning Press.

    Mager, Robert. Preparing Instructional Objectives. Belmont, Calif. 94002: Fearon Publishers, 6 Davis Drive, 1962.

    Evaluation. West Nyack, New York 10994: Prentice-Hall, Inc., Prentice-Hall Teacher Competency Development System, 1973.

2. Using a topic of your own choosing, design an instructional unit according to the following performance objectives.

    1) Include three or more behavioral objectives for instruction or acquisition of a complete concept.

    2) For each behavioral objective describe

        (a) instructional activities to be utilized

        (b) evaluative procedures for determining objective attainment

        (c) all appropriate material and instructional directions including four types of media utilized.

3. As a final activity use the "Evaluation Checklist," Appendix B, page 9, to critique your instructional unit and gauge your performance level relative to the competency statement given at the top of the page.

APPENDICES

Appendix A

Desigring A Concept Development Unit

PRE-TEST WORK SHEET

Name _____ Date _____.
Soc. Sec. No. _____

Instructions:
Please write the letter representing your answer beside the appropriate numeral. Upon completion use the answer key at the bottom of this page to score your work sheet. If 72 percent of your responses are correct (six items), consider yourself as having a sufficient competency level. With such a score you may elect to continue or not continue with the module. Persons scoring less than this are not considered to have a sufficient competency level and should work through the remaining task assignments.

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

PRE-TEST ANSWERS

1. b 2. a 3. b 4. c 5. c 6. a 7. b 8. c

Appendix B

Designing A Concept Development Unit

EVALUATION CHECKLIST

Name _____ Date _____
Soc. Sec. No. _____

Instructions:
Check the appropriate answers as they relate to your unit. The Checklist is designed as a means for evaluating the instructional unit you have designed and will facilitate the reinforcement of knowledge relative to important features of any instructional unit design.

1. What type of module have you designed?

   a. Self-instructional
   b. Cooperative
   c. Directional unit
   d. Single and/or multimedia unit

2. Your target population consists of

   a. Teachers.
   b. Students.
   c. Supervisors.
   d. Administrators.

3. Are your objectives

   a. Behavioral performance terms?
   b. Criteria referenced?
   c. Conditions under which objectives are achieved?
   d. Specified?

4. Does each of your objectives have

   a. Learning activities?
   b. Lessor referents?
   c. A criterion level?
   d. Evaluation criteria?

	Yes	No
5. Are the objectives evaluated by		
a. Criterion measures?	____	____
b. Learning activities?	____	____
c. Lesson application?	____	____
6. Method of Instruction is		
a. Lecture oriented.	____	____
b. Group oriented.	____	____
c. Conference self-paced.	____	____
d. Laboratory exercise.	____	____
7. Media utilized in design is		
a. Video tape or television.	____	____
b. Film or slide.	____	____
c. Tapes, records or cassettes.	____	____
d. Other.	____	____
8. Reading material utilized in design is		
a. Required.	____	____
b. Supplementary.	____	____
c. Laboratory.	____	____
d. Resource material.	____	____
9. Components of unit are		
a. Pre-Test.	____	____
b. Objectives and learning activities.	____	____
c. Materials.	____	____
d. Evaluation instrument.	____	____

Appendix C

List of Independent Study Material

Developed by the SEST Project

The Delphi Technique for Curriculum Planning
A-1 Setting Instructional Goals (Document #10a)

Designing a Concept Development Unit
A-2 Designing Instructional Units (Document #10b)

Designing a Study of Available Resources
B-3 Evaluating the Utilization of Learning Resources
(Document #10c)

Developing Job Descriptions
C-1 Developing a Staffing Plan (Document #10e)

Material Selection
B-1 Evaluating and Selecting Learning Materials (Document #10d)

Preparing School News Releases for the Media
G-1 Informing the Public (Document #10i)

Selecting Personnel for a New School Program
C-2 Recruiting and Selecting Personnel (Document #10f)

Self-Instructional Module on Time Utilization
D-1 Revising Existing Structures (Document #10g)

Teacher Evaluation: An Overview of Procedure
F-1 Supervising in a Clinical Mode (Document #10h)

OTHER RELATED PUBLICATIONS

A Directory of Competency-Guided Supervisory Training Materials for Independent Study (Document #9)

A Selected Bibliography for Professional Supervisory Competencies (Document #8)